



Funded by the
Erasmus+ Programme
of the European Union



Standards for the Evaluation of Human and Social Sciences Programmes

Table of Contents

Introduction	1
Standards for Human and Social Sciences Programmes	2
Standard 1. Mission, Goals, and Governance	2
Standard 2. Curriculum	2
Standard 3. Student Services	3
Standard 4. Assessment and Student Success	4
Standard 5. Faculty	4
Standard 6. Budget, Resources, and Facilities	4
Standard 7. Continuous Improvement	5
Lebanese Qualifications Framework	6
LQF levels 6 and 7 for Human and Social Sciences	6

Introduction

The Erasmus+ Project “Programme Evaluation for Transparency and Recognition of Skills and Qualifications” has defined a set of standards and procedures for the evaluation of programmes in the Lebanese Higher Education. These standards have been shaped for the domain of human and social sciences. The Lebanese Qualifications Framework (LQF) has also been transformed to a sectoral one for the Psychology field. The standards and the sectoral LQF are provided in the following. Please note that the general descriptors of the LQF can be used if no sectoral version of the LQF is available.

Standards for Human and Social Sciences Programmes

Standard 1. Mission, Goals, and Governance

- a. The program has clearly defined, comprehensive mission that includes measurable programme goals.
- b. The programme's mission and goals are consistent with mission of the school and the University including, where applicable, contribution to strategic initiatives.
- c. The programme has an organizational structure that supports the achievement of its mission, and the success of its students, faculty and staff.
- d. The programme reveals an international dimension and is compliant with nationally and/or internationally accepted principles or standards highly reflecting the human and social aspects of this field.
- e. The programme is related to research (procurement of scientific methods in theory and practice, research based teaching).
- f. The programme shall prepare the students to adapt to changes taking place in their fields of study including the introduction of computer-aided systems and the multicultural dimension.

Standard 2. Curriculum

- a. Program provides broad, well-integrated knowledge of the discipline, is responsive to changes in the field, and exhibits a curricular design that ensures graduates demonstrate disciplinary knowledge appropriate to their degree.
- b. The academic program has specific learning outcomes that are designed to meet the program's intended purpose.
 - Learning outcomes of the program are well defined and publicly accessible.
 - Learning outcomes are appropriate for the degree designation (i.e., associate degree vs. bachelor's degree vs. master's degree vs. doctoral degree or the level in the LQF when applicable).
 - Course requirements and delivery mechanisms provide sufficient opportunities for students to meet learning outcomes.
 - The programme learning outcomes address the major issues and concerns in the discipline or professional area.
 - The programme learning outcomes cover professional and extraprofessional / interdisciplinary aspects and particularly refer to

the domain of academic competences necessary for qualified employment, skills of social commitment and personal development.

- c. The learning outcomes defined for the courses build together the programme learning outcomes.
- d. The learning experience in the Humanities and Social Sciences programmes is organised in a way that takes the diversity of students and their needs into account, employs appropriate student-centred teaching and learning methods and encourages students to take an active role in creating the learning process.
- e. The workload of the programme is adequate with respect to the necessity to reach the intended learning outcomes in the scheduled time frame.
- f. The programme curriculum shall be aligned with the Lebanese Qualifications Framework when applicable.
- g. The curriculum shall allocate spaces to cover the broader possible schools of thought as well as to acquire digital, linguistic and multicultural competences.

Standard 3. Student Services

- a. The institution provides student administrative services according to established and publicly declared policies in the following areas: Recruitment, Admission, Financial aid, Scholarship applications, Transfer credit and prior learning evaluation, and Student records management.
- b. The process for the evaluation and recognition of prior learning shall be documented and public.
- c. The institution provides student support services adequate to the suitable organisation of the student life cycle from enrolment till graduation, including:
 - Advising and assessment as needed
 - Advising and assessment for credit transfer and recognition of prior learning
 - Academic support for students with disabilities and other learning needs
 - Physical or mental health counselling
 - Orientation services
 - Career services
- d. The programme has in place remedies, where necessary, to ensure student progression and completion.

- e. The programme routinely evaluates the effectiveness of its support services including advising.
- f. Based on the evaluation results, the Programme makes appropriate adjustments necessary to support student achievement.

Standard 4. Assessment and Student Success

- a. The programme has an appropriate number of students to ensure viability
- b. The retention rate is sufficiently high rate to ensure viable completion numbers
- c. The programme assesses and evaluates student achievement of the Program learning outcomes rigorously through direct and indirect methods.
- d. Formative and summative assessments inform faculty members and students of student progress in the programme. Assessment results are communicated in ways that enable improvements.
- e. The examination regulations exist and provide clear and fair regulations for student absence, illness and other mitigating conditions.

Standard 5. Faculty

- a. The number, qualifications, and credentials of faculty members are adequate.
- b. Faculty resources are sufficient to meet the teaching, scholarship, service, and advising needs of the program.
- c. The strategies and processes for the faculty recruitment are well defined.
- d. Faculty development is assured as appropriate to the teaching in the discipline and advancing disciplinary knowledge.
- e. The program regularly evaluates the effectiveness of faculty with respect to departmental, college, and institutional criteria. The evaluation includes teaching effectiveness, evidence of research, and service to the institution. The evaluation also includes scholarly activity, grants and awards.

Standard 6. Budget, Resources, and Facilities

- a. The program's allocated resources are sufficient to support its goals and objectives. The resources include:
 - Financial resources
 - Human resources

- Physical facilities (e.g., classrooms, laboratories) under the disposal of the student population and the programs offered.
 - Library resources and services support
 - Technology resources (e.g., hardware, software and professional development) to advance teaching and learning
 - Other resources specific to the program
- b. Policies are in place to ensure the safety and security of students, faculty and staff.

Standard 7. Continuous Improvement

- a. The program engages in periodic self-review, has established evaluation procedures, and shows evidence of improvements based on these processes.
- b. Multiple direct and indirect assessments are used to inform continuous program improvement.
- Assessments are linked to the program's mission and goals
 - Assessments include student performance in courses, labs and clinical experiences, and alumni performance in the workforce
 - Faculty members are involved in defining the expected outcomes and in determining whether these outcomes are achieved
 - Assessments provide faculty with the opportunity to examine student performance in the context of progressively more challenging problems, projects, and standards for performance
- c. The program engages in periodic self-evaluation, has established evaluation procedures, and shows evidence of improvements based on these processes.
- d. Faculty and administrators regularly review the effectiveness of the assessment system.
- e. Assessment results are available to stakeholders, including faculty members and students.

Lebanese Qualifications Framework

LQF levels 6 and 7 for Human and Social Sciences

The following table provides the LQF descriptors of levels 6 and 7 shaped to the Psychology field. Please note that the general descriptors of the LQF are also in the table and can be used if no sectoral version is available.

	Knowledge	Know-how	Social skills
Level 6	Has in-depth knowledge in a sphere of work or study requiring a critical understanding of theories and principles applicable to a range of professional situations and diverse studies.	Can devise technical, methodological and conceptual solutions and demonstrate expertise and innovative ability to resolve complex and unpredictable problems in a specialist sphere of work or study, using advanced skills.	Can implement unpredictable complex technical or professional activities or projects, including responsibilities in terms of taking decisions in professional or study contexts requiring one to adapt/adaptation to new technologies and methods and to new forms of organisation. Can take on responsibilities in connection with individual and collective professional development.
	<p>-Define key concepts of the different domains of psychology.</p> <p>-Distinguish the different theoretical perspectives of social psychology, develop conceptual skills of communication and put into practice group functioning.</p> <p>-Recognize the foundations of the psychology of child, adolescent and adult development, and highlight the relative characteristics of each stage.</p>	<p>-Rigorously adopt a methodological and statistical analysis of the scientific approach in psychology, which combines the epistemological, ethical, technological and static principles.</p> <p>-Validate the clinical approach, maintenance procedures and clinical examination and the method of testing at the level of the child, adolescent and adult.</p> <p>-Adopt the models and methods of consulting advice and guidance toward education, training and careers.</p>	<p>-Develop psychological management of management issues, developments of labor and their consequences.</p> <p>-Correlate the basic notions of psychoanalysis and target the relationship between theory and analytical practice in clinical settings.</p> <p>-Examine the personality across the different theoretical and psychometric perspectives of psychology.</p> <p>-Delineate</p>

		<p>-Analyze through cognition, biology and neurobiology, the psyche and human behaviour, normal and pathological in its environment.</p> <p>-Put into practice the acquired knowledge and evaluate training.</p> <p>-Put into practice the fundamental concepts of ergonomics while placing them as priority work health and worktime relations and analyzing sociologically the institutional environment.</p>	<p>psychopathology existent from early childhood to adulthood.</p>
level 7	<p>Has highly specialised knowledge, some of which are in the vanguard of knowledge in a sphere of work or study, based on original ideas and/or research. Has critical awareness of knowledge in a certain field and at the interface of several fields.</p>	<p>Can solve problems relating to research and innovation, to develop new knowledge and new procedures by mobilising highly specialised skills. Can integrate knowledge from different areas and communicate the knowledge and the results of activities with specialists and non-specialists.</p>	<p>Can act on complex, unpredictable professional or study contexts that require new strategic approaches. Can make judgements and exercise responsibilities, considering the social and ethical aspects associated with the decisions. Can take on responsibilities to contribute to knowledge and professional practices and/or to revise the strategic performance of team.</p>
	<p>-Recognize the key concepts, methods and models of psychology in the clinical, professional and familial practice.</p> <p>-Examine and define mental and addictive disorders through various psychopathological perspectives.</p>	<p>-Adopt an appropriate a methodological and statistical analysis of the scientific approach in psychology, which combines the epistemological, ethical, technological and static principles.</p> <p>-Put into practice the acquired learning and evaluate the training.</p> <p>-Analyze, starting from cognition and neuropsychology, the psyche</p>	<p>-Put into practice the psychological assessments in a school setting.</p> <p>-Examine workplace productivity and management and employee working styles.</p> <p>-Solve problems in the workplace in order to improve the quality of life.</p>

		and the behaviour of the human, normal and pathological, in their stressful and traumatic environment.	
--	--	--	--